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ABSTRACT

In September 1990, a study was conducted of the performance on basic skills examinations of first-time-in-college degree-seeking students who entered Miami-Dade Community College (M-DCC) during fall term 1990. The study examined placement results on the Computerized Placement Test (CPT) and the Florida Multiple Assessment Programs and Services test (FL-MAPS) between 1980 and 1990. Study findings included the following: (1) 6,027 first-time-in-college degree-seeking students wrote either the FL-MAPS or the CPT during fall 1990; (2) the failure rate for the reading subtest has remained at approximately 40% since 1985; (3) the percentage of students failing the test of standard English showed a steady decrease from 42.8% in 1983 to 34% in 1989, but increased to 36.7% in fall 1990; (4) the percentage of students failing the elementary algebra subtest remained at approximately 48% between 1987 and 1989, but went up to 52.4% in fall 1990; (5) the percentage of students failing one or more subtests has essentially remained stable over the last 11 years, but jumped slightly to 69.9% in fall 1990; and (6) among White non-Hispanics, 37.5% of the students passed all three subtests (i.e., reading, English, and math) in 1990, compared to 50.2% in 1980, while the pass-all-three rate for Black non-Hispanics increased from 11.2% to 18.4% during this period. A memo outlining placement criteria for academic year 1990-91 is included. (GFW)

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Research Report No. 90-21R

September 1990

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Miami-Dade Community College

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OFFICE OF INSTITUTIONAL RESEARCH

John Losak

Basic Skills Assessment Results of
Miami-Dade Community College
First-Time-in-College
Degree-Seeking Students
Fall Term 1990

Purpose

The purpose of this research report is to provide information regarding the performance on basic skills examinations of first-time-in-college degree-seeking students who entered Miami-Dade Community College (M-DCC) during Fall Term 1990. M-DCC uses the Florida Multiple Programs and Services (FL-MAPS) and the equivalent Computerized Placement Test (CPT) to make placement decisions about students who are entering college. The MAPS comprises a variety of possible tests published by the College Board, depending on the needs of those who are using the tests. The State of Florida has chosen the Descriptive Tests of Reading Comprehension, Arithmetic Skills, and Elementary Algebra, plus the Test of Standard Written English from the SAT, which together make up the FL-MAPS. M-DCC also uses the Computerized Placement Test (CPT), a computerized adaptive test which measures the same skills as the FL-MAPS, as an alternative to paper-and-pencil tests. This report details the number and percentage passing each subtest, and the number and percentage passing zero, one, two or three subtests. College-wide and campus tables are provided, including ethnic categories. Comparative data as far back as Fall Term 1980 are also provided.

Highlights

°During the Fall Term 1990, 6,027 first-time-in-college degree-seeking students wrote either the FL-MAPS or the CPT.

°The percentage of students failing the Reading subtest has remained stable over the last six Fall Terms (approximately 40%).

°The percentage of students failing the Test of Standard Written English has showed a steady decrease for seven years, from 42.8% to 34.0%, but went up to 36.7% this Fall Term.

°The percentage of students failing the Elementary Algebra subtest remained stable for three years (approximately 48%), but went up to 52.4% this Fall Term.

°The percentage of students failing one or more subtests has essentially remained stable over the last eleven years. The figure jumped slightly to 69.9% for Fall Term 1990.

Method

The results were generated by selecting first-time-in-college degree-seeking students from the beginning of Fall Term 1990 demographic research file (IRS40). Test scores for these students were obtained from the Test Master Record. Passing scores were determined based on cutscores detailed in the 1990 Placement Criteria document (see the Appendix).

It is important to note that the tables generated for this report were based only on the Florida MAPS and CPT, which are the entry-level tests administered by M-DCC. Students who were exempt from testing based on satisfactory SAT or ACT scores, or who were required to write the English Placement Test, were not included in the present report. If these students were included, the percentage of all tested first-time-in-college failing one or more subtest would actually be lower than the 69.9% quoted in the present report. For example, Belcher (1990) reported this figure to be 58% for recent high school graduates.

Results and Discussion

Tables 1 and 2 present the number and percentage of students passing each subtest and zero through three subtests college-wide and on each campus. What is remarkable about these figures is their general stability over the years, with two exceptions. There had been an improvement in performance on the TSWE up until this year, and there has been a decline in performance on Elementary Algebra subtest over the last six

years. College-wide, approximately 70% of these students failed one or more subtests of the entry-level test. All campuses shared the change in TSWE performance, while the decline in Elementary Algebra performance has been mainly on North and Medical Center Campuses. South Campus continues to have the highest basic skills performance, followed by North and Wolfson Campuses, and then Medical Center Campus.

Tables 3 through 12 show the results for each ethnic group, college-wide and by campus. Again, what is remarkable about these tables is the stability of the results. White non-Hispanics continue to have the highest basic skills performance, followed by Hispanics and then Black non-Hispanics. There has been an improvement in performance on the reading subtest for White non-Hispanics and Black non-Hispanics on North Campus, while performance on the elementary algebra subtest has declined for all three major ethnic groups on this campus. Performance by ethnic group on the other campuses has remained fairly stable. In addition, the pass-all-three rate for White non-Hispanics dropped from 50.2% in 1980 to 37.5% in 1990. During the same time, the pass-all-three rate for Black non-Hispanics increased from 11.2% to 18.4%. These patterns may also be seen on North and South Campuses.

Table 1

Percent of First-Time-in-College Degree-Seeking Students
Scoring Below Cutoff On Entering Basic Skills Assessment Exams by Campus and Year*

Fall Term	Number Tested	Subtest: Reading Below Cut No.	Reading Below Cut %	Test of Standard Written English Below Cut No.	Test of Standard Written English Below Cut %	Math Below Cut No.	Math Below Cut %	Complete Exam Below on One or More No.	Complete Exam Below on One or More %
College-Wide									
1980	4,902	2,122	43.3	2,000	40.8	2,041	41.6	3,162	64.5
1981	5,032	2,331	46.3	2,075	41.2	2,156	42.8	3,329	66.2
1982	5,187	2,458	47.4	2,163	41.7	2,213	42.7	3,479	67.1
1983	5,590	2,781	49.7	2,393	42.8	2,487	44.5	3,901	69.8
1984	4,805	2,328	48.4	2,049	42.6	1,904	39.6	3,238	67.4
1985	5,073	2,153	42.4	2,067	40.7	2,118	41.8	3,308	65.2
1986	5,282	2,309	43.7	2,141	40.5	2,146	40.6	3,444	65.2
1987	5,567	2,089	37.5	2,078	37.3	2,700	48.5	3,679	66.1
1988	5,640	2,307	40.9	2,047	36.3	2,721	48.2	3,827	67.9
1989	5,695	2,227	39.1	1,938	34.0	2,685	47.2	3,796	66.7
1990	6,027	2,443	40.5	2,210	36.7	3,156	52.4	4,210	69.9
North Campus									
1980	1,763	897	50.9	837	47.5	846	48.0	1,261	71.5
1981	1,515	878	58.0	785	51.8	814	53.7	1,152	76.0
1982	1,705	1,000	58.7	869	51.0	847	49.7	1,284	75.3
1983	1,838	1,137	61.9	1,007	54.8	936	50.9	1,448	78.8
1984	1,528	901	59.0	773	50.6	697	45.6	1,152	75.4
1985	1,508	807	53.5	769	51.0	790	52.4	1,148	76.1
1986	1,627	893	54.9	868	53.4	815	50.1	1,244	76.5
1987	1,751	909	51.9	886	50.6	922	52.7	1,331	76.0
1988	1,813	922	50.9	828	45.7	903	49.8	1,319	72.8
1989	1,714	860	50.2	737	43.0	837	48.8	1,267	73.9
1990	1,900	946	49.8	835	44.0	1,121	59.0	1,494	78.6
South Campus**									
1980	2,599	895	34.4	844	32.5	901	34.7	1,461	56.2
1981	2,000	776	38.8	709	35.5	747	37.4	1,211	60.6
1982	2,699	1,025	38.0	909	33.7	977	36.2	1,605	59.5
1983	3,009	1,183	39.3	993	33.0	1,143	38.0	1,854	61.6
1984	2,647	1,042	39.4	910	34.4	900	34.0	1,589	60.0
1985	2,856	978	34.2	940	32.9	951	33.3	1,624	56.9
1986	2,894	996	34.4	898	31.3	964	33.3	1,617	55.9
1987	3,013	751	24.9	827	27.4	1,409	46.8	1,761	58.4
1988	2,885	893	31.0	783	27.1	1,384	48.0	1,809	62.7
1989	2,972	833	28.0	736	24.8	1,343	45.2	1,773	59.7
1990	2,978	907	30.5	819	27.5	1,422	47.8	1,849	62.1
Wolfson Campus***									
1980	425	261	61.4	253	59.5	220	51.8	343	80.7
1981	347	218	62.8	194	55.9	204	58.8	286	82.4
1982	523	290	55.5	258	49.3	271	51.8	404	77.3
1983	577	343	59.5	290	50.3	306	53.0	458	79.4
1984	523	317	60.6	303	57.9	246	47.0	406	77.6
1985	561	285	50.8	277	49.4	280	49.9	416	74.2
1986	634	343	54.1	309	48.7	292	46.1	479	75.6
1987	676	350	51.8	299	44.2	293	43.3	480	71.0
1988	780	390	50.0	346	44.4	342	43.8	569	72.9
1989	828	421	50.6	369	44.6	405	48.9	604	72.9
1990	918	466	50.8	422	46.0	467	50.9	676	73.6
Medical Campus****									
1980	115	69	60.0	66	57.4	74	64.4	97	84.4
1981	103	66	64.1	67	65.1	64	62.1	84	81.6
1982	144	88	61.1	82	56.9	79	54.9	111	77.1
1983	165	117	70.9	103	62.4	102	61.8	140	84.9
1984	106	68	64.2	63	59.4	60	56.6	90	84.9
1985	147	83	56.5	81	55.1	97	66.0	120	81.6
1986	124	74	59.7	64	51.6	73	58.9	101	81.5
1987	127	79	62.2	66	52.0	76	59.8	107	84.3
1988	161	101	62.7	89	55.3	91	56.5	129	80.1
1989	181	113	62.4	96	53.0	100	55.3	152	84.0
1990	225	123	54.7	131	58.2	144	64.0	188	83.6

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.
**1987 & 1988 scores are based on the Computerized Placement Test, not the MAPS; "equating" of scores may well account for marked changes from previous years.
***The low number is due to a relatively large percentage, approximately one-third, of first-time-in-college students writing the English Placement Test.
****The low number is due to a relatively small percentage, approximately 10% of total enrollment, being first-time-in-college students.

Table 2

Percent of Students Passing None, One, Two or All of the Basic Skills Assessment Subtests by Campus and Year*

Fall Term	Number Tested	Number of Subtests Passed: Zero No.	Zero %	One No.	One %	Two No.	Two %	All No.	All %
College-Wide									
1980	4,902	1,001	20.4	999	20.4	1,162	23.7	1,740	35.5
1981	5,032	1,098	21.8	1,037	20.6	1,194	23.7	1,703	33.8
1982	5,187	1,128	21.8	1,099	21.2	1,252	24.1	1,708	32.9
1983	5,590	1,255	22.4	1,250	22.4	1,396	25.0	1,689	30.2
1984	4,805	968	20.2	1,107	23.0	1,163	24.2	1,567	32.6
1985	5,073	975	19.2	1,080	21.3	1,253	24.7	1,765	34.8
1986	5,282	1,021	19.3	1,110	21.0	1,313	24.9	1,838	34.8
1987	5,567	1,026	18.4	1,136	20.4	1,517	27.2	1,888	33.9
1988	5,640	1,015	18.0	1,218	21.6	1,594	28.3	1,813	32.1
1989	5,695	951	16.7	1,152	20.2	1,693	29.7	1,899	33.4
1990	6,027	1,171	19.4	1,257	20.9	1,782	29.6	1,817	30.1
North Campus									
1980	1,763	473	26.8	373	21.2	415	23.5	502	28.5
1981	1,515	494	32.6	337	22.2	321	21.2	363	24.0
1982	1,705	511	30.0	410	24.1	363	21.3	421	24.7
1983	1,838	566	30.8	500	27.2	382	20.8	390	21.2
1984	1,528	395	25.9	429	28.1	328	21.5	376	24.6
1985	1,508	418	27.7	382	25.3	348	23.1	360	23.9
1986	1,627	463	28.5	406	25.0	375	23.1	383	23.5
1987	1,751	489	27.9	408	23.3	434	24.8	420	24.0
1988	1,813	429	23.7	476	26.3	414	22.8	494	27.2
1989	1,714	376	21.9	415	24.2	476	27.8	447	26.1
1990	1,900	475	25.0	458	24.1	561	29.5	406	21.4
South Campus**									
1980	2,599	342	13.2	495	19.1	624	24.0	1,138	43.8
1981	2,000	314	15.7	393	19.7	504	25.2	789	39.5
1982	2,699	400	14.8	506	18.8	699	25.9	1,094	40.5
1983	3,009	450	15.0	565	18.8	839	27.9	1,155	38.4
1984	2,647	375	14.2	513	19.4	701	26.5	1,058	40.0
1985	2,856	360	12.6	525	18.4	739	25.9	1,232	43.1
1986	2,894	367	12.7	507	17.5	743	25.7	1,277	44.1
1987	3,013	355	11.8	516	17.1	890	29.5	1,252	41.6
1988	2,885	372	12.9	507	17.6	930	32.2	1,076	37.3
1989	2,972	326	11.0	487	16.4	960	32.3	1,199	40.3
1990	2,978	387	13.0	525	17.6	937	31.5	1,129	37.9
Wolfson Campus***									
1980	425	146	34.4	99	23.3	98	23.1	82	19.3
1981	347	120	34.6	90	25.9	76	21.9	61	17.6
1982	523	147	28.1	121	23.1	136	26.0	119	22.8
1983	577	170	29.5	141	24.4	147	25.5	119	20.6
1984	523	162	31.0	136	26.0	108	20.7	117	22.4
1985	561	142	25.3	142	25.3	132	23.5	145	25.9
1986	634	153	24.1	159	25.1	167	26.3	155	24.5
1987	676	143	21.2	176	26.0	161	23.8	196	29.0
1988	780	153	19.6	203	26.0	213	27.3	211	27.1
1989	828	196	23.7	199	24.0	209	25.2	224	27.1
1990	918	231	25.2	217	23.6	228	24.8	242	26.4
Medical Campus****									
1980	115	40	34.8	32	27.8	25	21.7	18	15.7
1981	103	44	42.8	25	24.3	15	14.6	19	18.5
1982	144	53	36.8	32	22.2	26	18.1	33	22.9
1983	165	69	41.8	44	26.7	27	16.4	25	15.2
1984	106	36	34.0	29	27.4	25	23.6	16	15.1
1985	147	55	37.4	31	21.1	34	23.1	27	18.4
1986	124	36	29.0	38	30.7	27	21.7	23	18.6
1987	127	39	30.7	36	28.3	32	25.2	20	15.7
1988	161	60	37.3	22	13.7	37	23.0	32	19.9
1989	181	53	29.3	51	28.2	48	26.5	29	16.0
1990	225	77	34.2	56	24.9	55	24.4	37	16.4

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.
**1987 & 1988 scores are based on the Computerized Placement Test, not the MAPS; "equating" of scores may well account for marked changes from previous years.
***The low number is due to a relatively large percentage, approximately one-third, of students writing the English Placement Test.
****The low number is due to a relatively small percentage, approximately 10% of total enrollment, being first-time-in-college students.

Table 3

Percent of First-Time-in-College Degree-Seeking Students Scoring Below Cutoff On Entering Basic Skills Assessment Exams by Ethnicity and Year*

College-Wide

Fall Term	Number Tested	Subtest: Reading Below Cut No.	Reading Below Cut %	Test of Standard Written English Below Cut No.	Test of Standard Written English Below Cut %	Math Below Cut No.	Math Below Cut %	Complete Exam: Below on One or More No.	Complete Exam: Below on One or More %
White Non-Hispanic									
1980	1,547	370	23.9	372	24.1	512	33.1	771	49.8
1981	1,513	410	27.1	393	26.0	495	32.7	767	50.7
1982	1,503	396	26.4	355	23.6	495	32.9	766	51.0
1983	1,600	466	29.1	421	26.3	562	35.1	860	53.8
1984	1,298	358	27.6	331	25.5	407	31.4	671	51.7
1985	1,376	316	23.0	366	26.6	531	38.6	735	53.4
1986	1,410	373	26.5	389	27.6	545	38.7	776	55.0
1987	1,389	282	20.3	329	23.7	672	48.4	813	58.5
1988	1,384	358	25.9	357	25.8	687	49.6	864	62.4
1989	1,269	290	22.9	299	23.6	612	48.2	761	60.0
1990	1,084	247	22.8	249	23.0	551	50.8	678	62.5
Black Non-Hispanic									
1980	757	553	73.1	537	70.9	497	65.7	672	88.8
1981	772	597	77.3	544	70.5	529	68.5	702	90.9
1982	833	600	72.0	545	65.4	506	60.7	710	85.2
1983	982	724	73.7	660	67.2	596	60.7	870	88.6
1984	851	607	71.3	558	65.6	476	55.9	738	86.7
1985	845	579	68.5	545	64.5	485	57.4	717	84.9
1986	918	637	69.4	591	64.4	516	56.2	764	83.2
1987	1,049	672	64.1	602	57.4	607	57.9	863	82.3
1988	1,107	704	63.6	606	54.7	630	56.9	902	81.5
1989	1,240	485	60.9	607	49.0	675	54.4	1,004	81.0
1990	1,455	862	59.2	743	51.1	895	61.5	1,187	81.6
Hispanic**									
1980	2,521	1,164	46.2	1,061	42.1	1,019	40.4	1,675	66.4
1981	2,667	1,276	47.8	1,093	41.0	1,110	41.6	1,803	67.6
1982	2,748	1,393	50.7	1,209	44.0	1,172	42.7	1,925	70.1
1983	2,890	1,527	52.8	1,256	43.5	1,289	44.6	2,088	72.3
1984	2,541	1,302	51.2	1,102	43.4	982	38.7	1,751	68.9
1985	2,715	1,189	43.8	1,085	40.0	1,073	39.5	1,767	65.1
1986	2,821	1,232	43.7	1,089	38.6	1,047	37.1	1,815	64.3
1987	2,977	1,070	35.9	1,082	36.3	1,376	46.2	1,910	64.2
1988	2,994	1,180	39.4	1,021	34.1	1,350	45.1	1,958	65.4
1989	3,030	1,125	37.1	973	32.1	1,340	44.2	1,936	63.9
1990	3,335	1,277	38.3	1,154	34.6	1,647	49.4	2,247	67.4
Other									
1980	77	35	45.5	30	39.0	13	16.9	44	57.1
1981	80	48	60.0	45	56.3	22	27.5	57	71.3
1982	103	69	67.0	54	52.4	40	38.8	78	75.7
1983	118	64	54.2	56	47.5	40	33.9	83	70.3
1984	115	61	53.0	58	50.4	39	33.9	78	67.8
1985	137	69	50.4	71	51.8	29	21.2	89	65.0
1986	133	67	50.4	72	54.1	38	28.6	89	66.9
1987	113	46	40.7	43	38.1	22	19.5	61	54.0
1988	119	52	43.7	53	44.5	33	27.7	77	64.7
1989	111	43	38.7	45	40.5	34	30.6	65	59.0
1990	95	33	34.7	39	41.1	27	28.4	55	57.9

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

**Approximately 15% of Hispanics are placed using English Placement Test Scores.

Table 4

Percent of Students Passing None, One, Two or All of the Basic Skills Assessment Subtests by Ethnic Group and Year*

College-Wide

Fall Term	Number Tested	Number of Subtests Passed: Zero No.	Zero %	One No.	One %	Two No.	Two %	All No.	All %
White Non-Hispanic									
1980	1,547	127	8.2	229	14.8	415	26.8	776	50.2
1981	1,513	146	9.6	239	15.8	382	25.3	746	49.3
1982	1,503	130	8.7	220	14.6	416	27.7	737	49.0
1983	1,600	173	10.8	243	15.2	444	27.7	740	46.3
1984	1,298	115	8.9	195	15.0	361	27.8	627	48.3
1985	1,376	129	9.4	220	16.0	386	28.0	641	46.6
1986	1,410	157	11.1	217	15.4	402	28.5	634	45.0
1987	1,389	129	9.3	212	15.3	472	34.0	576	41.5
1988	1,384	148	10.7	242	17.5	474	34.2	520	37.6
1989	1,269	121	9.5	198	15.6	442	34.8	508	41.0
1990	1,084	94	8.7	181	16.7	403	37.2	406	37.5
Black Non-Hispanic									
1980	757	360	47.6	195	25.8	117	15.5	85	11.2
1981	772	380	49.2	208	26.9	114	14.8	70	9.1
1982	833	368	44.2	205	24.6	137	16.4	123	14.8
1983	982	411	41.9	288	29.3	171	17.4	112	11.4
1984	851	323	38.0	257	30.2	158	18.6	113	13.3
1985	845	336	39.8	220	26.0	161	19.1	128	15.1
1986	918	362	39.4	256	27.9	146	15.9	154	16.8
1987	1,049	371	35.4	276	26.3	216	20.6	186	17.7
1988	1,107	363	32.8	312	28.2	227	20.5	205	18.5
1989	1,240	355	28.6	323	26.1	326	26.3	236	19.0
1990	1,455	468	32.2	377	25.9	342	23.5	268	18.4
Hispanic**									
1980	2,521	506	20.1	557	22.1	612	24.3	846	33.6
1981	2,667	554	20.8	568	21.3	681	25.5	864	32.4
1982	2,748	607	22.1	635	23.1	683	24.9	823	29.9
1983	2,890	650	22.5	684	23.7	754	26.1	802	27.7
1984	2,541	508	20.0	619	24.3	624	24.6	790	31.1
1985	2,715	494	18.2	592	21.8	681	25.1	948	34.9
1986	2,821	478	16.9	597	21.2	740	26.2	1,006	35.7
1987	2,977	501	16.8	616	20.7	793	26.6	1,067	35.8
1988	2,994	484	16.2	625	20.9	849	28.4	1,036	34.6
1989	3,030	455	15.0	592	19.6	889	29.3	1,094	36.1
1990	3,335	586	17.6	659	19.8	1,002	30.0	1,088	32.6
Other									
1980	77	8	10.4	18	23.4	18	23.4	33	42.8
1981	80	18	22.5	22	27.5	17	21.3	23	28.7
1982	103	23	22.3	39	37.9	16	15.5	25	24.3
1983	118	21	17.8	35	29.7	27	22.8	35	29.7
1984	115	22	19.1	36	31.3	20	17.4	37	32.2
1985	137	16	11.7	48	35.0	25	18.3	48	35.0
1986	133	24	18.0	40	30.1	25	18.8	44	33.1
1987	113	13	11.5	24	21.2	24	21.2	52	46.0
1988	119	14	11.8	33	27.7	30	25.2	42	35.3
1989	111	15	13.5	27	24.3	23	20.7	46	41.5
1990	95	9	9.5	26	27.4	20	21.1	40	42.1

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

**Approximately 15% of Hispanics are placed using English Placement Test Scores.

Table 5

Percent of First-Time-in-College Degree-Seeking Students Scoring Below Cutoff On Entering Basic Skills Assessment Exams by Ethnicity and Year*

North Campus

Fall Term	Number Tested	Subtest: Reading Below Cut No.	Reading Below Cut %	Test of Standard Written English Below Cut No.	Test of Standard Written English Below Cut %	Math Below Cut No.	Math Below Cut %	Complete Exam Below on One or More No.	Complete Exam Below on One or More %
White Non-Hispanic									
1980	460	110	23.9	118	25.7	150	32.6	231	50.2
1981	374	127	34.0	122	32.6	156	41.7	231	61.8
1982	364	125	34.3	100	27.5	145	39.8	214	58.8
1983	357	127	35.6	124	34.7	141	39.5	214	59.9
1984	295	111	37.6	100	33.9	109	37.0	181	61.4
1985	301	97	32.2	106	35.2	140	46.5	195	64.8
1986	339	123	36.3	123	36.3	159	46.9	224	66.1
1987	307	78	25.4	96	31.3	149	48.5	195	63.5
1988	329	107	32.5	119	36.2	150	45.6	209	63.5
1989	250	80	32.0	83	33.2	114	45.6	166	66.4
1990	223	53	23.8	61	27.4	122	54.7	150	67.3
Black Non-Hispanic									
1980	459	352	76.7	331	72.1	315	68.6	417	90.9
1981	508	401	78.9	371	73.0	363	71.5	468	92.1
1982	530	392	74.0	360	67.9	324	61.1	457	86.2
1983	660	514	77.9	452	68.5	402	60.9	597	90.5
1984	543	406	74.8	365	67.2	319	58.8	478	88.0
1985	510	363	71.2	353	69.2	301	59.0	449	88.0
1986	577	417	72.3	382	66.2	321	55.6	482	83.5
1987	668	462	69.2	441	66.0	390	58.4	575	86.1
1988	670	443	66.1	377	56.3	383	57.2	550	82.1
1989	743	475	63.9	377	50.7	398	53.6	608	81.8
1990	873	512	58.7	428	49.0	543	62.2	719	82.4
Hispanic**									
1980	825	426	51.6	379	45.9	374	45.3	600	72.7
1981	609	333	54.7	275	45.2	288	47.3	434	71.3
1982	767	448	58.4	379	49.4	361	47.1	576	75.1
1983	778	469	60.3	409	52.6	377	48.5	605	77.8
1984	646	357	55.3	285	44.1	258	39.9	461	71.4
1985	657	321	48.9	286	43.5	339	51.6	475	72.3
1986	663	320	48.3	331	49.9	318	48.0	499	75.3
1987	725	337	46.5	319	44.0	364	50.2	521	71.9
1988	754	340	45.1	308	40.8	352	46.7	517	68.6
1989	680	287	42.2	257	37.8	312	45.9	469	69.0
1990	746	355	47.6	318	42.6	428	57.4	581	77.9
Other									
1980	19	9	47.4	9	47.4	7	36.8	13	68.4
1981	24	17	70.8	17	70.8	7	29.2	19	79.2
1982	44	35	79.6	30	68.2	17	38.6	37	84.1
1983	43	27	62.8	22	51.2	16	37.2	32	74.4
1984	44	27	61.4	23	52.3	11	25.0	32	72.7
1985	40	26	65.0	24	60.0	10	25.0	29	72.5
1986	48	33	68.8	32	66.7	17	35.4	39	81.3
1987	34	22	64.7	18	52.9	7	20.6	24	70.6
1988	45	25	55.6	19	42.2	11	24.4	32	71.1
1989	28	13	46.4	15	53.6	5	17.9	16	57.1
1990	32	16	50.0	15	46.9	10	31.3	23	71.9

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

**Approximately 15% of Hispanics are placed using English Placement Test Scores.

Table 6

Percent of Students Passing None, One, Two or All of the Basic Skills Assessment Subtests by Ethnic Group and Year*

North Campus

Fall Term	Number Tested	Number of Subtests Passed: Zero No.	Zero %	One No.	One %	Two No.	Two %	All No.	All %
White Non-Hispanic									
1980	460	44	9.6	59	12.8	128	27.8	229	49.8
1981	374	53	14.2	68	18.2	110	29.4	143	38.2
1982	364	49	13.5	58	15.9	107	29.4	150	41.2
1983	357	55	15.4	68	19.1	91	25.5	143	40.1
1984	295	40	13.6	59	20.0	82	27.8	114	38.6
1985	301	40	13.3	68	22.6	87	28.9	106	35.2
1986	339	51	15.0	79	23.3	94	27.7	115	33.9
1987	307	38	12.4	52	16.9	105	34.2	112	36.5
1988	329	49	14.9	69	21.0	91	27.7	120	36.5
1989	250	33	13.2	45	18.0	88	35.2	84	33.6
1990	223	22	9.9	42	18.8	86	38.6	73	32.7
Black Non-Hispanic									
1980	459	230	50.1	121	26.4	66	14.4	42	9.1
1981	508	267	52.6	133	26.2	68	13.4	40	7.9
1982	530	244	46.0	131	24.7	82	15.5	73	13.8
1983	660	282	42.7	207	31.4	108	16.4	63	9.6
1984	543	219	40.3	174	32.0	85	15.7	65	12.0
1985	510	211	41.4	146	28.6	92	18.0	61	12.0
1986	577	239	41.4	160	27.7	83	14.4	95	16.5
1987	668	268	40.1	182	27.2	125	18.7	93	13.9
1988	670	228	34.0	197	29.4	125	18.7	120	17.9
1989	743	222	29.9	198	26.6	188	25.3	135	18.2
1990	873	273	31.3	218	25.0	228	26.1	154	17.6
Hispanic**									
1980	825	196	23.7	187	22.7	217	26.3	225	27.3
1981	609	167	27.4	128	21.0	139	22.8	175	28.7
1982	767	206	26.9	200	26.1	170	22.2	191	24.9
1983	778	221	28.4	208	26.7	176	22.6	173	22.2
1984	646	131	20.3	177	27.4	153	23.7	185	28.6
1985	657	162	24.7	147	22.4	166	25.3	182	27.7
1986	663	160	24.1	150	22.6	189	28.5	164	24.7
1987	725	171	23.6	157	21.7	193	26.6	204	28.1
1988	754	144	19.1	195	25.9	178	23.6	237	31.4
1989	680	113	16.6	161	23.7	195	28.7	211	31.0
1990	746	170	22.8	180	24.1	231	31.0	165	22.1
Other									
1980	19	3	15.8	6	31.6	4	21.1	6	31.6
1981	24	7	29.2	8	33.3	4	16.7	5	20.8
1982	44	12	27.3	21	47.7	4	9.1	7	15.9
1983	43	8	18.6	17	39.5	7	16.3	11	25.6
1984	44	5	11.4	19	43.2	8	18.2	12	27.3
1985	40	5	12.5	21	52.5	3	7.5	11	27.5
1986	48	13	27.1	17	35.4	9	18.8	9	18.8
1987	34	5	14.7	13	38.2	6	17.6	10	29.4
1988	45	6	13.3	11	24.4	15	33.3	13	28.9
1989	28	4	14.3	9	32.1	3	10.7	12	42.9
1990	32	2	6.3	14	43.8	7	21.9	9	28.1

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

**Approximately 15% of Hispanics are placed using English Placement Test Scores.

Table 7

Percent of First-Time-in-College Degree-Seeking Students Scoring Below Cutoff On Entering Basic Skills Assessment Exams by Ethnicity and Year*

South Campus

Fall Term	Number Tested	Subtest: Reading Below Cut No.	Reading Below Cut %	Subtest: Test of Standard Written English Below Cut No.	Test of Standard Written English Below Cut %	Subtest: Math Below Cut No.	Math Below Cut %	Complete Exam Below on One or More No.	Complete Exam Below on One or More %
White Non-Hispanic									
1980	1,010	230	22.8	223	22.1	326	32.3	489	48.4
1981	773	191	24.7	190	24.6	230	29.8	368	47.6
1982	1,014	227	22.4	221	21.8	299	29.5	474	46.8
1983	1,121	294	26.2	261	23.3	370	33.0	570	50.9
1984	924	220	23.8	206	22.3	267	28.9	441	47.7
1985	971	189	19.5	226	23.3	334	34.4	469	48.3
1986	974	215	22.1	231	23.7	335	34.4	480	49.3
1987	989	171	17.3	202	20.4	479	48.4	556	56.2
1988	915	205	22.4	190	20.8	462	50.5	553	60.4
1989	861	169	19.6	165	19.2	415	48.2	496	57.6
1990	711	154	21.7	145	20.4	349	49.1	431	60.6
Black Non-Hispanic									
1980	162	95	58.6	99	61.1	84	51.9	131	80.9
1981	95	60	63.2	55	57.9	55	57.9	81	85.3
1982	149	103	69.1	86	57.7	90	60.4	124	83.2
1983	175	92	52.6	100	57.1	87	49.7	135	77.1
1984	164	103	62.8	95	57.9	78	47.6	138	84.2
1985	181	105	58.0	88	48.6	77	42.5	131	72.4
1986	179	102	57.0	99	55.3	93	52.0	133	74.3
1987	212	86	40.6	71	33.5	114	53.8	141	66.5
1988	245	121	49.4	102	41.6	136	55.5	185	75.5
1989	261	106	40.6	77	29.5	146	55.9	185	70.9
1990	290	143	49.3	119	41.0	163	56.2	209	72.1
Hispanic**									
1980	1,375	550	40.0	506	36.8	488	35.5	816	59.4
1981	1,096	500	45.6	444	40.5	451	41.2	734	67.0
1982	1,482	664	44.8	578	39.0	568	38.3	970	65.4
1983	1,646	765	46.5	601	36.5	666	40.5	1,105	67.1
1984	1,492	688	46.1	577	38.7	531	35.6	968	64.9
1985	1,617	646	40.0	586	36.2	527	32.6	972	60.1
1986	1,673	656	39.2	541	32.3	525	31.4	968	57.9
1987	1,730	472	27.3	529	30.6	797	46.1	1,025	59.2
1988	1,648	543	32.9	461	28.0	761	46.2	1,026	62.3
1989	1,757	531	30.2	468	26.6	749	42.6	1,039	59.1
1990	1,919	594	31.0	536	27.9	894	46.6	1,178	61.4
Other									
1980	52	20	38.5	16	30.8	3	5.8	25	48.1
1981	36	25	69.4	20	55.6	11	30.6	28	77.8
1982	54	31	22.4	24	44.4	20	37.0	37	68.5
1983	67	32	47.8	31	46.3	20	29.9	44	65.7
1984	67	31	46.3	32	47.8	24	35.8	42	62.7
1985	87	38	43.7	40	46.0	13	14.9	52	59.8
1986	68	23	33.8	27	39.7	11	16.2	36	52.9
1987	64	16	25.0	18	28.1	11	17.2	27	42.2
1988	65	22	33.8	27	41.5	17	26.2	37	56.9
1989	72	22	30.6	22	30.6	22	30.6	40	55.6
1990	48	11	22.9	16	33.3	9	18.8	23	47.9

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

**Approximately 5% of Hispanics are placed using English Placement Test Scores.

Table 8

Percent of Students Passing None, One, Two or All of the Basic Skills Assessment Subtests by Ethnic Group and Year*

South Campus

Fall Term	Number Tested	Number of Subtests Passed: Zero No.	Zero %	One No.	One %	Two No.	Two %	All No.	All %
White Non-Hispanic									
1980	1,010	68	6.7	154	15.3	267	26.4	521	51.6
1981	773	61	7.9	121	15.6	186	24.1	405	52.4
1982	1,014	64	6.3	145	14.3	265	26.1	540	53.3
1983	1,121	99	8.8	157	14.0	314	28.0	551	49.2
1984	924	64	6.9	124	13.4	253	27.4	483	52.3
1985	971	74	7.6	132	13.6	263	27.1	502	51.7
1986	974	93	9.6	115	11.8	272	27.9	494	50.7
1987	989	80	8.1	136	13.8	340	34.4	433	43.8
1988	915	79	8.6	146	16.0	328	35.8	362	39.6
1989	861	63	7.3	127	14.8	306	35.5	365	42.4
1990	711	53	7.5	111	15.6	267	37.6	280	39.4
Black Non-Hispanic									
1980	162	51	31.5	45	27.8	35	21.6	31	19.1
1981	95	30	31.6	29	30.5	22	23.2	14	14.7
1982	149	59	39.6	37	24.8	28	18.8	25	16.8
1983	175	51	29.1	42	24.0	42	24.0	40	22.9
1984	164	47	28.7	44	26.8	47	28.7	26	15.9
1985	181	48	26.5	43	23.8	40	22.1	50	27.6
1986	179	58	32.4	45	25.1	30	16.8	46	25.7
1987	212	43	20.3	44	20.8	54	25.5	71	33.5
1988	245	57	23.3	60	24.5	68	27.8	60	24.5
1989	261	48	18.4	48	18.4	89	34.1	76	29.1
1990	290	73	25.2	70	24.1	66	22.8	81	27.9
Hispanic**									
1980	1,375	221	16.1	286	20.8	309	22.5	559	40.6
1981	1,096	215	19.6	231	21.1	288	26.3	362	33.0
1982	1,482	266	18.0	308	20.8	396	26.7	512	34.5
1983	1,646	289	17.6	349	21.2	467	28.4	541	32.9
1984	1,492	250	16.8	328	22.0	390	26.1	524	35.1
1985	1,617	231	14.3	325	20.1	416	25.7	645	39.9
1986	1,673	213	12.7	328	19.6	427	25.5	705	42.1
1987	1,730	223	12.9	327	18.9	475	27.5	705	40.8
1988	1,648	228	13.8	283	17.2	515	31.3	622	37.7
1989	1,757	208	11.8	293	16.7	538	30.6	718	40.9
1990	1,919	258	13.4	330	17.2	590	30.8	741	38.6
Other									
1980	52	2	3.9	10	19.2	13	25.0	27	51.9
1981	36	8	22.2	12	33.3	8	22.2	8	22.2
1982	54	11	20.4	16	29.6	10	18.5	17	31.5
1983	67	11	16.4	17	25.4	16	23.9	23	34.3
1984	67	14	20.9	17	25.4	11	16.4	25	37.3
1985	87	7	8.1	25	28.7	20	23.0	35	40.2
1986	68	3	4.4	19	27.9	14	20.6	32	47.1
1987	64	6	9.4	6	9.4	15	23.4	37	57.8
1988	65	6	9.2	17	26.2	14	21.5	28	43.1
1989	72	6	8.3	14	19.5	20	27.8	32	44.4
1990	48	2	4.2	9	18.8	12	25.0	25	52.1

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

**Approximately 5% of Hispanics are placed using English Placement Test Scores.

Table 9

Percent of First-Time-in-College Degree-Seeking Students Scoring Below Cutoff On Entering Basic Skills Assessment Exams by Ethnicity and Year*

Wolfson Campus

Fall Term	Number Tested	Subtest: Reading Below Cut No.	Reading Below Cut %	Test of Standard Written English Below Cut No.	Test of Standard Written English Below Cut %	Math Below Cut No.	Math Below Cut %	Complete Exam Below on One or More No.	Complete Exam Below on One or More %
White Non-Hispanic									
1980	48	21	43.8	23	47.9	21	43.8	30	62.5
1981	46	17	37.0	15	32.6	24	52.2	29	63.0
1982	62	19	30.7	15	24.2	29	46.8	42	67.7
1983	79	29	36.7	21	26.6	35	44.3	49	62.0
1984	60	23	38.3	22	36.7	21	35.0	36	60.0
1985	77	25	32.5	28	36.4	42	54.6	55	71.4
1986	70	24	34.3	26	37.1	31	44.3	49	70.0
1987	79	29	36.7	26	32.9	35	44.3	50	63.3
1988	112	34	30.4	37	33.0	57	50.9	80	71.4
1989	132	31	23.5	39	29.6	66	50.0	77	58.3
1990	117	36	30.8	30	25.6	62	53.0	75	64.1
Black Non-Hispanic									
1980	101	80	79.2	82	81.2	74	73.3	94	93.1
1981	80	70	87.5	58	72.5	56	70.0	74	92.5
1982	84	57	67.9	52	61.9	51	60.7	70	83.3
1983	80	58	72.5	55	68.8	60	75.0	74	92.5
1984	96	62	64.6	60	62.5	52	54.2	78	81.3
1985	84	59	70.2	57	67.9	59	70.2	74	88.1
1986	107	73	68.2	71	66.4	68	63.6	99	92.5
1987	117	80	68.4	60	51.3	66	56.4	99	84.6
1988	128	89	69.5	84	65.6	73	57.0	109	85.2
1989	149	107	71.8	91	61.1	83	55.7	131	87.9
1990	169	124	73.4	112	66.3	110	65.1	153	90.5
Hispanic**									
1980	273	157	57.5	146	53.5	124	45.4	216	79.1
1981	218	130	59.6	120	55.1	122	56.0	181	83.0
1982	374	212	56.7	191	51.1	190	50.8	290	77.5
1983	413	253	61.3	212	51.3	209	50.6	331	80.2
1984	364	230	63.2	219	60.2	170	46.7	289	79.4
1985	391	196	50.1	185	47.3	173	44.3	279	71.4
1986	446	238	53.4	203	45.5	186	41.7	321	72.0
1987	466	232	49.8	205	44.0	188	40.3	321	68.9
1988	528	261	49.4	219	41.5	205	38.8	369	69.9
1989	531	274	51.6	229	43.1	247	46.5	382	71.9
1990	603	295	48.9	269	44.6	283	46.9	432	71.6
Other									
1980	3	3	100.0	2	66.7	1	33.3	3	100.0
1981	3	1	33.3	1	33.3	2	66.7	2	66.7
1982	3	2	66.7	0	0.0	1	33.3	2	66.7
1983	5	3	60.0	2	40.0	2	40.0	4	80.0
1984	3	2	66.7	2	66.7	3	100.0	3	100.0
1985	9	5	55.6	7	77.8	6	66.7	8	88.9
1986	11	8	72.7	9	81.8	7	63.6	10	90.9
1987	10	6	60.0	5	50.0	1	10.0	6	60.0
1988	7	4	57.1	6	85.7	4	57.1	7	100.0
1989	4	4	100.0	4	100.0	3	75.0	4	100.0
1990	11	4	36.4	5	45.5	4	36.4	5	45.5

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

**Approximately 40% of Hispanics are placed using English Placement Test Scores.

Table 10

Percent of Students Passing None, One, Two or All of the Basic Skills Assessment Subtests by Ethnic Group and Year*

Wolfson Campus

Fall Term	Number Tested	Number of Subtests Passed: Zero No.	Zero %	One No.	One %	Two No.	Two %	All No.	All %
White Non-Hispanic									
1980	48	13	27.1	9	18.7	8	16.7	18	37.5
1981	46	8	17.4	11	23.9	10	21.7	17	37.0
1982	62	6	9.7	9	14.5	27	43.5	20	32.3
1983	79	14	17.7	8	10.1	27	34.2	30	38.0
1984	60	10	16.7	10	16.7	16	26.7	24	40.0
1985	77	12	15.6	16	20.8	27	35.1	22	28.6
1986	70	9	12.9	14	20.0	26	37.1	21	30.0
1987	79	10	12.7	20	25.3	20	25.3	29	36.7
1988	112	12	10.7	24	21.4	44	39.3	32	28.6
1989	132	19	14.4	21	15.9	37	28.0	55	41.7
1990	117	16	13.7	21	18.0	38	32.5	42	35.9
Black Non-Hispanic									
1980	101	61	60.4	20	19.8	13	12.9	7	6.9
1981	80	44	55.0	22	27.5	8	10.0	6	7.5
1982	84	36	42.9	18	21.4	16	19.0	14	16.7
1983	80	40	50.0	19	23.8	15	18.8	6	7.5
1984	96	38	39.6	20	20.8	20	20.8	18	18.8
1985	84	41	48.8	19	22.6	14	16.7	10	11.9
1986	107	40	37.4	33	30.8	26	24.3	8	7.5
1987	117	36	30.8	35	29.9	28	23.9	18	15.4
1988	128	49	38.3	39	30.5	21	16.4	19	14.8
1989	149	51	34.2	48	32.2	32	21.5	18	12.1
1990	169	68	40.2	57	33.7	28	16.6	16	9.5
Hispanic**									
1980	273	71	26.0	69	25.3	76	27.8	57	20.9
1981	218	67	30.7	57	26.2	57	26.1	37	17.0
1982	374	105	28.1	93	24.9	92	24.6	84	22.5
1983	413	115	27.9	113	27.4	103	24.9	82	19.9
1984	364	112	30.8	106	29.1	71	19.5	75	20.6
1985	391	85	21.7	105	26.9	89	22.8	112	28.6
1986	446	98	22.0	110	24.7	113	25.3	125	28.0
1987	466	94	20.2	116	24.9	111	23.8	145	31.1
1988	528	91	17.2	134	25.4	144	27.3	159	30.1
1989	531	122	23.0	124	23.3	136	25.6	149	28.1
1990	603	141	23.4	133	22.1	158	26.2	171	28.4
Other									
1980	3	1	33.3	1	33.3	1	33.3	0	0.0
1981	3	1	33.3	0	0.0	1	33.3	1	33.3
1982	3	0	0.0	1	33.3	1	33.3	1	33.3
1983	5	1	20.0	1	20.0	2	40.0	1	20.0
1984	3	2	66.7	0	0.0	1	33.3	0	0.0
1985	9	4	44.4	2	22.2	2	22.2	1	11.1
1986	11	6	54.6	2	18.2	2	18.2	1	9.1
1987	10	1	10.0	4	40.0	1	10.0	4	40.0
1988	7	1	14.3	5	71.4	1	14.3	0	0.0
1989	4	3	75.0	1	25.0	0	0.0	0	0.0
1990	11	3	27.3	2	18.2	0	0.0	6	54.5

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

**Approximately 40% of Hispanics are placed using English Placement Test Scores.

Table 11

Percent of First-Time-in-College Degree-Seeking Students Scoring Below Cutoff On Entering Basic Skills Assessment Exams by Ethnicity and Year*

Medical Center Campus

Fall Term	Number Tested	Subtest: Reading Below Cut No.	Reading Below Cut %	Test of Standard Written English Below Cut No.	Test of Standard Written English Below Cut %	Math Below Cut No.	Math Below Cut %	Complete Exam Below on One or More No.	Complete Exam Below on One or More %
White Non-Hispanic									
1980	29	9	31.0	8	27.6	15	51.7	21	72.4
1981	22	7	31.8	9	40.9	12	54.6	13	59.1
1982	37	13	35.1	10	27.0	12	32.4	19	51.4
1983	43	16	37.2	15	34.9	16	37.2	27	62.8
1984	19	4	21.1	3	15.8	10	52.6	13	68.4
1985	27	5	18.5	6	22.2	15	55.6	16	59.3
1986	27	11	40.7	9	33.3	20	74.1	23	85.2
1987	14	4	28.6	5	35.7	9	64.3	12	85.7
1988	28	12	42.9	11	39.3	18	64.3	22	78.6
1989	26	10	38.5	12	46.2	17	65.4	22	84.6
1990	31	4	12.9	12	38.7	18	58.1	21	67.7
Black Non-Hispanic									
1980	35	26	74.3	25	71.4	24	68.6	30	85.7
1981	47	38	80.9	37	78.7	35	74.5	44	93.6
1982	50	37	74.0	35	70.0	32	64.0	43	86.0
1983	67	60	89.6	53	79.1	47	70.2	64	95.5
1984	48	36	75.0	38	79.2	27	56.3	44	91.7
1985	69	52	75.4	47	68.1	48	69.6	63	91.3
1986	54	44	81.5	38	70.4	33	61.1	49	90.7
1987	52	44	84.6	30	57.7	37	71.2	48	92.3
1988	64	51	79.7	43	67.2	38	59.4	58	90.6
1989	87	67	77.0	62	71.3	48	55.2	80	92.0
1990	120	82	68.3	83	69.2	78	65.0	105	87.5
Hispanic									
1980	48	31	64.6	30	62.5	33	68.8	43	89.6
1981	33	21	63.6	21	63.6	17	51.5	27	81.8
1982	56	38	67.9	37	66.1	34	60.7	48	85.7
1983	52	39	75.0	34	65.4	37	71.2	46	88.5
1984	38	27	71.1	21	55.3	22	57.9	32	84.2
1985	50	26	52.0	28	56.0	34	68.0	41	82.0
1986	37	16	43.2	13	35.1	17	46.0	25	67.6
1987	56	29	51.8	29	51.8	27	48.2	43	76.8
1988	63	35	55.6	32	50.8	31	49.2	45	71.4
1989	61	32	52.5	18	29.5	31	50.8	45	74.0
1990	67	33	49.3	31	46.3	42	62.7	56	83.4
Other									
1980	3	3	100.0	3	100.0	2	66.7	3	100.0
1981	1	0	0.0	0	0.0	0	0.0	0	0.0
1982	1	0	0.0	0	0.0	1	100.0	1	100.0
1983	3	2	66.7	1	33.3	2	66.7	3	100.0
1984	1	1	100.0	1	100.0	1	100.0	1	100.0
1985	1	0	0.0	0	0.0	0	0.0	0	0.0
1986	6	3	50.0	4	66.7	3	50.0	4	66.7
1987	5	2	40.0	2	40.0	3	60.0	4	80.0
1988	2	1	50.0	1	50.0	1	50.0	1	50.0
1989	7	4	57.1	4	57.1	4	57.1	5	71.4
1990	4	2	50.0	3	75.0	4	100.0	4	100.0

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

Table 12

Percent of Students Passing None, One, Two or All of the Basic Skills Assessment Subtests by Ethnic Group and Year*

Medical Center Campus

Fall Term	Number Tested	Number of Subtests Passed							
		Zero		One		Two		All	
		No.	%	No.	%	No.	%	No.	%
White Non-Hispanic									
1980	29	2	6.9	7	24.1	12	41.4	8	27.6
1981	22	6	27.3	3	13.6	4	18.2	9	40.9
1982	37	7	18.9	2	5.4	10	27.0	18	48.7
1983	43	5	11.6	10	23.3	12	27.9	16	37.2
1984	19	1	5.3	2	10.5	10	52.6	6	31.6
1985	27	3	11.1	4	14.8	9	33.3	11	40.7
1986	27	4	14.8	9	33.3	10	37.0	4	14.8
1987	14	1	7.1	4	28.6	7	50.0	2	14.3
1988	28	8	28.6	3	10.7	11	39.3	6	21.4
1989	26	6	23.1	5	19.2	11	42.3	4	15.4
1990	31	3	9.7	7	22.6	11	35.5	10	32.3
Black Non-Hispanic									
1980	35	18	51.4	9	25.7	3	8.6	5	14.3
1981	47	26	55.3	14	29.8	4	8.5	3	6.4
1982	50	25	50.0	11	22.0	7	14.0	7	14.0
1983	67	38	56.7	20	29.9	6	9.0	3	4.5
1984	48	19	39.6	19	39.6	6	12.5	4	8.3
1985	69	36	52.2	12	17.4	15	21.7	6	8.7
1986	54	24	44.4	18	33.3	7	13.0	5	9.3
1987	52	24	46.2	15	28.8	9	17.3	4	7.7
1988	64	29	45.3	16	25.0	13	20.3	6	9.4
1989	87	34	39.1	29	33.3	17	19.5	7	8.1
1990	120	53	44.2	32	26.7	20	16.7	15	12.5
Hispanic									
1980	48	18	37.5	15	31.3	10	20.8	5	10.4
1981	33	12	36.4	8	24.2	7	21.2	6	18.2
1982	56	21	37.5	19	33.9	8	14.3	8	14.3
1983	52	25	48.1	14	26.9	7	13.5	6	11.5
1984	38	15	39.5	8	21.1	9	23.7	6	15.8
1985	50	16	32.0	15	30.0	10	20.0	9	18.0
1986	37	6	16.2	9	24.3	10	27.0	12	32.4
1987	56	13	23.2	16	28.6	14	25.0	13	23.2
1988	63	20	31.7	13	20.6	12	19.0	18	28.6
1989	61	11	18.0	14	23.0	20	32.8	16	26.2
1990	67	17	25.4	16	23.9	23	34.3	11	16.4
Other									
1980	3	2	66.7	1	33.3	0	0.0	0	0.0
1981	1	0	0.0	0	0.0	0	0.0	1	100.0
1982	1	0	0.0	0	0.0	1	100.0	0	0.0
1983	3	1	33.3	0	0.0	2	66.7	0	0.0
1984	1	1	100.0	0	0.0	0	0.0	0	0.0
1985	1	0	0.0	0	0.0	0	0.0	1	100.0
1986	6	2	33.3	2	33.3	0	0.0	2	33.3
1987	5	1	20.0	1	20.0	2	40.0	1	20.0
1988	2	1	50.0	0	0.0	0	0.0	1	50.0
1989	7	2	28.6	3	42.8	0	0.0	2	28.6
1990	4	2	50.0	1	25.0	1	25.0	0	0.0

*Results from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

Reference

Belcher, M. J. (1990). Who's prepared for college? Results of a five year study of recent high school graduates taking Miami-Dade's basic skills placement tests (Research Report No. 90-04R). Miami, FL: Miami-Dade Community College, Office of Institutional Research.

May 15, 1990

M E M O R A N D U M

TO: All Faculty and Staff

FROM: Academic Affairs Committee
Research and Testing Committee

SUBJECT: PLACEMENT CRITERIA FOR ACADEMIC YEAR 1990-91

The State of Florida requires each public college and university to administer one of the following four test batteries to degree-seeking students prior to registration: Scholastic Aptitude Test (SAT), American College Testing (ACT), Assessment of Skills for Successful Entry and Transfer (ASSET), or Florida Multiple Assessment Programs and Services (FL-MAPS). Miami-Dade Community College has selected the Florida MAPS. All scores below which students are designated for college preparatory work have been determined at the State level and are the same for each college or university.

Students who do not have sufficient mastery of the English language will be permitted to write the English Placement Test (EPT), but must write the Florida MAPS before any course other than an ESL course is taken. A registration hold is in place to prevent student registration until scores are presented. Miami-Dade will require students who meet any of the following definitions to write the Florida MAPS or the Computerized Placement Test (CPT) prior to registration unless exempted.

REQUIRED:

1. All first-time-in-college students who designate themselves as degree-seeking. Such students may not register for any credit course at Miami-Dade until they have scores on file.
2. All students who register for any English or mathematics course.
3. All students who register beyond 15 cumulative credits.
4. High school students whose scores place them in college preparatory work are not permitted to dual enroll. However, students who score above the college preparatory level in mathematics may, if they meet other criteria specified by the College, enroll in advanced mathematics courses.
5. All students who took a placement exam more than three years ago and who have not used those scores for placement decisions.

EXEMPTIONS:

1. Students who have earned an associate degree or higher from an accredited institution.
2. Students who present scores obtained over three years ago, but who have had them used in course placement decisions.
3. Students who have earned a grade of "C" or better both in a college-level English course and a college-level mathematics course.
4. Students who have previously attended another college or university and are enrolling for courses to transfer to their primary institution (and who are not seeking a degree at M-DCC) are exempt from basic skills testing unless they enroll in an English or mathematics course.

5. All non-degree-seeking students enrolled in Specialized Training Opportunity (STO) programs, up to 23 credit hours.

6. Students who present an SAT or ACT score which meets State requirements are exempt from further testing. If multiple test results are on record, the highest subtest scores will be used. Any score below that needed for exemption will result in testing on the full MAPS battery except if English is the only required college preparatory course, placement can be made on the TSWE without retesting. For reading, the Enhanced ACT reading score or the Verbal SAT is used.

	Enhanced ACT (Administered During and After October, 1989)		ACT (Administered Before October, 1989)		SAT	
Reading	Reading	≥16	Composite	≥14	Verbal	≥340
English	English	≥16	English	≥14	English (TSWE)	≥ 30
Mathematics	Mathematics	≥17	Mathematics	≥13	Mathematics	≥400

7. Students in specified programs for which the College President may waive assessment within the guidelines provided by State Rule.

The following cutoff scores on the four subtests of the Florida MAPS will be in effect for the Academic Year 1988-89. For students writing the Computerized Placement Test (CPT), the scale scores are the same.

a) Test of Standard Written English (TSWE): Students who score below a scale score of 30 are required to enroll in college preparatory work. Students who score between 30-36 should typically take ENC 1100 before they enroll in ENC 1101. Exceptions should occur in the advisement process only when using other pertinent academic information. To enroll directly in ENC 1101, a score of 37 is recommended.

b) Reading Comprehension (RC): A college preparatory reading course is required for students who score below a scale score of 12. All students who score less than 5 will not be permitted to enroll in core, distribution, or elective courses without seeing an advisor for specific approval to register for any such course.

c) Arithmetic Skills (AS): Although not required by the State, students will be administered the arithmetic skills portion of the MAPS. Students who score less than 109 in Arithmetic must begin their mathematics studies with MAT 0003. Students who score between 109-115 should take MAT 0003 before enrolling in a college level mathematics course. Exceptions are permitted in the advisement process only when other academic information (including algebra score) is taken into consideration.

d) Elementary Algebra (EA): Students who score below a scale score of 206 on the elementary algebra examination must take the algebra preparatory course (MAT 0024). Students scoring 206-209, although eligible for MAT 1033, are encouraged to begin their mathematics sequence with MAT 0024. Students scoring 210 or better on the algebra examination may qualify for initial enrollment in MAC 1102 and certain other higher level mathematics courses, but may also choose MAT 1033.

If scores on one or more of the subtests require college preparatory placement, students must enroll in at least one college preparatory course during that term.

Florida MAPS/CPT
Academic Year 1990-91

Test	MAPS/CPT* Scale Score	Course Placement	Related Information
Reading Comprehension	1- 4	REA 0001 (Must see academic advisor)	Required
	5- 11	REA 0002	Required
	12- 14	REA 1105	Recommended
Test of Standard Written English	20(1)	ENC 0002	Required
	21- 29	ENC 0020	Required
	30- 36	ENC 1100	Recommended
	37+	ENC 1101	Recommended
Arithmetic Skills	101-108	MAT 0003	Required(2)
	109-115	MAT 0003	Recommended
Elementary Algebra	201-205	MAT 0024	Required
	206-209	See note (3)	
	210+	MAT 1033 or higher	See note (4)

*Actual CPT scale scores are converted through a computer scoring process to provide common scales with the MAPS.

Students who enroll without sufficient proficiency in English may postpone being tested on the MAPS by taking the English Placement Test (EPT) and enrolling in English as a Second Language (ESL) coursework. The following scores will be used in determining placement:

EPT Raw Score	Course Placement
0 - 20	ESL College Preparatory Level I
21 - 35	ESL College Preparatory Level II
36 - 90	College Level ESL (I - IV)
91 -100	Exempt from ESL

Note:

(1) Minimum scale score.

(2) Students falling below the passing score in both Arithmetic and Algebra must take MAT Q003 and MAT 0024 either sequentially or concurrently.

(3) Although eligible for MAT 1033, students in this score range are encouraged to begin their mathematics sequence with MAT 0024.

(4) Mathematics placement for students scoring 210+ on MAPS depends upon the student's major, previous coursework in mathematics, and transfer program (see appropriate AA grid).

Writing samples may be administered in English classes and class placement changed based on the results of the writing sample. In keeping with State Rule, students at or above the cutscores identified as likely to benefit from college preparatory placement may enroll in college preparatory courses.

JL:ab

Miami-Dade Community College

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